DOCUMENT RESUME

ED 444 109 CG 030 317

AUTHOR Reed, Richard P.; Jones, Kathleen P.; Walker, Joan M.; Hoover-Dempsey, Kathleen V.

TITLE Parents' Motivations for Involvement in Children's Education: Testing a Theoretical Model.

PUB DATE 2000-04-00

NOTE 21p.; Paper presented at the Annual Conference of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

PUB TYPE Reports - Research (143) -- Speeches/Meeting Papers (150)

EDRS PRICE MF01/PC01 Plus Postage.

DESCRIPTORS Children; Elementary Secondary Education; Models; Motivation; Outcomes of Education; *Parent Participation; *Parent School Relationship; *Partnerships in Education; Role Perception; Theory Practice Relationship

ABSTRACT

This paper examines the motivational factors that influence parents' decisions to become involved in the children's education by testing the first level of Hoover-Dempsey and Sandler's model of the parental involvement process. It suggests that the following constructs are key to understanding parents' involvement decisions: (1) parental role construction frames what parents believe they are supposed to do with respect to their children's education; (2) parents' sense of efficacy for helping the child succeed in school defines how effective parents believe they can be in influencing their child's educational outcomes; and (3) parents' perceptions of general invitations, opportunities, and demands for involvement from the school shape parents' beliefs about the school's expectations for their involvement. The study tests the utility of these constructs in predicting parents' involvement activities. The results provide empirical confirmation of the theoretical prediction that role construction, efficacy, and perception of teacher invitations influence parents' involvement decisions. Post hoc analyses suggested that parental role construction appears to be a mechanism through which efficacy influences parent involvement activities. Results are discussed in terms of their theoretical implications for improving parent-school partnerships. (Contains 2 figures, 2 tables, and 48 references.) (JDM)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 444 109

c:\aera00parent420

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)
☐ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
K JONES
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

Parents' motivations for involvement in children's education: Testing a theoretical model

Richard P. Reed, Kathleen P. Jones, Joan M. Walker,
and Kathleen V. Hoover-Dempsey

Vanderbilt University

Running head: Parent motivations for involvement

We extend many thanks to school leaders who opened their schools to this research (particularly Lueatrice Green Lovett, Christine Ingram, and James Merriweather); to participating parents, who graciously gave us time, energy, and a wealth of ideas; to Howard Sandler, Angela Battiato, Lela Renee McKnight, and Jennifer Young; and to the Kraft Foundation, United Way of Middle Tennessee, Martha O'Bryan Center, Metropolitan Nashville Department of Social Services, Family and Children's Services, and the Success By Six program for financial and instrumental support.

Paper presented at the symposium, *Parental Involvement: The Perspectives of Multiple Stakeholders*, at the Annual Meeting of the American Educational Research Association, New Orleans, LA, April 27, 2000.

CG030317

BEST COPY AVAILABLE

Abstract

This study examined the motivational factors that influence parents' decisions to become involved in their children's education. Specifically, the study tested the first level of Hoover-Dempsey and Sandler's (1995, 1997) model of the parental involvement process which addresses the question: Why do parents become involved in their children's education? Grounded in relevant literature, the model suggested that specific constructs are key to understanding parents' involvement decisions. *Parental role construction* frames what parents believe they are supposed to do with regard to their children's education. Parents' *sense of efficacy for helping the child succeed in school* defines how effective parents believe they can be in influencing their child's educational outcomes. *Parents' perceptions of general invitations, opportunities, and demands for involvement* from the school shape parents' beliefs about the school's expectations for their involvement. The study tested the utility of these constructs in predicting parents' involvement activities. Results provided empirical confirmation of the theoretical prediction that role construction, efficacy, and perception of teacher invitations influence parents' involvement decisions. Post hoc analyses suggested that parental role construction appears to be a mechanism through which efficacy influences parent involvement activities. Results are discussed in terms of their theoretical implications and suggestions for improving parent-school partnerships.

The literature on parental involvement in children's education conveys clearly that parental involvement benefits children's school learning and achievement (e.g., Baker & Stevenson, 1986; Chavkin & Williams, 1993; Delgado-Gaitan, 1992; Eccles & Harold, 1993; Epstein, 1991; Haynes, Comer, & Hamilton-Lee, 1989; Grolnick, Benjet, Kurowski, & Apostoleris, 1997; Grolnick & Slowiaczek, 1994; Hess & Holloway, 1984; Hoover-Dempsey, Bassler, & Brissie, 1987; Masten & Coatsworth, 1998; Steinberg, Elman, & Mounts, 1989; Steinberg, Lamborn, Darling, & Dornbusch, 1992; Siu-Chi & Willms, 1996; Zellman & Waterman, 1998). In some circumstances, the literature simply makes the assertion; in others, the assertion is grounded in systematic examination of specific aspects of parental involvement as related to specific indicators of school success. As a whole, however, literature on parent involvement tends to be pragmatic in its orientation, usually asking the question, "*What* is happening, with what (apparent) effects?" rather than asking, "*Why* do parents become involved in their children's education?" and "*How* (i.e., through what mechanisms) does parental involvement exert positive influence on children's achievement?"

Hoover-Dempsey and Sandler (1995, 1997) developed a theoretical model of the parental involvement process on the basis of theory and research in psychology, sociology, and education (e.g., Baker & Stevenson, 1986; Bandura, 1986; Chavkin & Williams, 1993, Clark, 1983; Comer, 1993; Delgado-Gaitan, 1992; Eccles & Harold, 1983; Epstein, 1986, 1987, 1992; Hess & Holloway, 1984; Lareau, 1989; Scott-Jones, 1987; U.S. Department of Education, 1996). As outlined in Figure 1, the model suggests several levels in the parental involvement process through which parents choose to become involved; select particular forms of involvement and employ specific involvement strategies (most notably, modeling, reinforcement, and instruction); it explicates how parents' use of these involvement strategies – as mediated by their developmental appropriateness and fit with the school's expectations – influence children's educational outcomes, including achievement and achievement-related attitudinal and behavioral variables (such as self-regulation, internalized motivation, and self-efficacy). In this study, we examined the power of

Insert Figure 1 about here

three constructs at the model's first level – parental role construction, parental efficacy for helping the child succeed in school, and parental perceptions of teacher invitations to involvement – to predict parents' involvement decisions (Note 1).

Our initial work on *parental role construction* (model Level 1) suggested that parents of elementary school children tend to believe that they should be involved in helping their children with homework, and often convey the belief that helping children with schooling is simply a part of the parenting role. This work also suggested that parents reflect on their abilities to offer effective involvement and evaluate their adequacy as parents in part on the basis of their perceptions of their effectiveness in working with their children (Hoover-Dempsey, Bassler, & Burow, 1995). Examination of role theory (e.g., Biddle, 1986) suggested that roles are socially constructed sets of beliefs and expectations held by individuals and groups for the behavior of group members (e.g., a family's expectations for a mother's behavior, a school's expectations for

a parent's behavior). Theoretical and empirical work on parental beliefs (e.g., McGillicuddy-DeLisi, 1992), parental behaviors (e.g., Maccoby & Martin, 1983), and parental involvement in schooling (cited earlier) in relation to this conceptualization of role yielded an understanding of parental role for involvement in children's education (Hoover-Dempsey & Jones, 1996, 1997). This role construction is composed of a) parental values, beliefs, goals, and expectations for the child's behavior, b) parental beliefs and behaviors related to responsibility for the child's day to day education , and c) parental beliefs and behaviors related to responsibility for common conflicts or major decisions in the child's education (Hoover-Dempsey & Jones, 1996, 1997; Hoover-Dempsey & Sandler, 1997). Empirical examination of these ideas in a sample of public elementary school families suggested systematic links among the three hypothesized components of role construction and between role construction and child achievement (Hoover-Dempsey & Jones, 1997, 2000).

Work on *parental sense of efficacy for helping children succeed in* school – grounded in efficacy theory (e.g. Bandura, 1986, 1997) and empirical work on teachers' sense of efficacy (e.g., Hoover-Dempsey, et al., 1987) – suggested that the construct is positively related to parents' involvement and to children's school grades and achievement (e.g., Hoover-Dempsey, Bassler & Brissie, 1992; Hoover-Dempsey & Sandler, 1997). Subsequent investigation of the construct has supported these initial findings and has suggested further that parental efficacy is related to varied patterns of role construction (Hoover-Dempsey & Jones, 1997, 2000).

Research on *parents' perceptions of general invitations to involvement* from the school has suggested that teacher invitations may function as an important contributor to parents' thinking about their involvement. Epstein and colleagues' work (e.g., Dauber & Epstein, 1993, Epstein, 1986, 1991; Epstein & Dauber, 1991) as well as Comer's work in the area (e.g., Comer, 1993; Comer & Haynes, 1991) specifically underscore the power of teacher attitudes and invitations to parents' involvement decisions. Taken together, this work suggests that general invitations from the school influence parents' understanding of teachers' interest in their help, parents' beliefs about being needed in the educational process, and parents' knowledge of their children's work (Hoover-Dempsey & Sandler, 1997).

Grounded in this literature, this study examined Hoover-Dempsey and Sandler's (1995, 1997) theoretical predictions that parental role construction, parental sense of efficacy for helping the child learn, and parental perceptions of teacher invitations influence parents' levels of involvement in their children's education.

Method

Subjects

This study was conducted within the context of a larger research effort. Participants included parents of 250 elementary school-aged children, grades pre-K to sixth, from two public schools in a large, mid-south urban area. One school, Randolph Elementary (pseudonym), served grades K-4. Located in an urban area that included a large public housing project, many single-family and duplex residences, and some commercial development, the school had 38 faculty members and 412 students (of whom 75% were African American, 21% white, 2% Asian, 2% Hispanic). Ninety-eight percent of the students received free or reduced-cost lunch. A three-year average on the school's standardized test score performance (TCAP;1996-1999), which

combined test scores with gain scores, placed Randolph in the district's third quadrant, far below national averages for absolute scores but slightly above national averages for gains (Changas, personal communication). Johnson Middle School (pseudonym), located in an inner city area including a large public housing project, many single family homes, and a few commercial establishments, served children in pre-K, K, 5th and 6th grades. Thirty-nine faculty members served 473 students (67% of whom were African-American, 27% white, 3% Asian, 3% Hispanic). Eighty-one percent of the students received free or reduced cost lunches. A three-year average on the school's standardized test score performance (TCAP; 1996-1999), which combined test scores with gain scores, placed Johnson in the district's lowest quadrant, below national averages for absolute scores and slightly below national averages for gain scores (Changas, personal communication).

Procedures

The data used in this study were gathered from parents near the beginning of a larger teacher in-service education program in the two schools. All classroom teachers in participating and control groups (n = 37) were asked to send a Parent Questionnaire packet home with each child in their classes. The packet included a letter to parents explaining the study and requesting voluntary participation, the Parent Questionnaire (which contained all instruments used in this study) and an envelope for returning the completed questionnaire to school. Parents who chose to participate (250 from a total population of just over 700, a participation rate of approximately 36%) completed the questionnaire anonymously, sealed it in the envelope provided, and returned the packet to the school (packets were collected by researcher from a marked box in each school's main office). The school received a token payment of thanks ($2) for each returned questionnaire.

Measures

Scales for the predictor variables (*parental role construction*, *parent's sense of efficacy*, and *parent's perceptions of teacher invitations*) and criterion variable *(parent reports of involvement activities*) were adapted from other research reports or developed for this study (see Figure 2 for a summary of scales, items, and reliability figures for measures used in this study).

Insert Figure 2 about here

All scales were included (in interspersed order) in the Parent Questionnaire. Inter-item correlations were run between the various scale items to ensure that no two items found in separate scales measured the same construct.

Parental role construction. Pilot work suggested three major types of parental role construction: parent-focused, school-focused, and partnership-focused (described briefly below; see Hoover-Dempsey & Jones, 1997, 2000 for further details). Three scales, one for each type of role construction, were developed based on pilot work with a sample of 50 parents of elementary children (Jones & Hoover-Dempsey, 2000). The three scales as developed in pilot work (alpha reliabilities of .86, .70, and .82, respectively) were reduced and adapted – based in part on recommendations regarding optimum questionnaire length from school personnel – for use in this study. The Parent-focused role construction scale included four items designed to assess the

extent to which parents believe that and behave as if they, as parents, are primarily responsible for the child's educational outcomes (e.g., "It's my job to explain tough assignments to my child;" "I make sure my child's homework gets done"). Parents used a six-point scale (disagree very strongly to agree very strongly) in responding to each item. Alpha reliability for the scale with this sample was .63. The School-focused role construction scale measured the extent to which the parent believes that and behaves as if the school is ultimately and primarily responsible for the child's education. The scale included five items, answered on a six-point scale (disagree very strongly to agree very strongly); sample items included "My child's learning is up to the teacher and my child;" "The teacher has to let me know about a problem before I can do something about it." Alpha reliability for this scale with this sample was .55. The Partnership-focused role construction scale measured the extent to which the parent believes and behaves as if the parent and the teacher working together are primarily responsible for the child's education. The scale included five items answered on a six-point scale (disagree very strongly to agree very strongly); sample items included "I find it helpful to talk with the teacher." "My child's teacher knows me."). Alpha reliability for the scale with this sample was .84.

Parent's sense of efficacy for helping the child succeed in school. This scale was derived from Hoover-Dempsey et al.'s (1992) parent efficacy measure (reported alpha reliability .81). One item in the original scale was omitted from this study because of possible overlap with other variables being assessed. As used in this study, the Parent Efficacy Scale included 11 items (e.g., "I know how to help my child do well in school;" "If I try hard, I can get through to my child, even when she/he has difficulty understanding something"). Questions were answered on a six-point scale (disagree very strongly to agree very strongly). Alpha reliability for the scale with this sample was .78.

Parent's perceptions of teacher invitations to involvement. This scale was derived from Epstein's work: four of the six items were adapted from Epstein, Salinas, and Horsey (1994), and two were based on Epstein (1986). The scale included such items as "My child's teacher has asked me to help my child with homework;" "My child's teacher has invited me to visit the classroom." All items were answered on a six-point scale (never to 1+ time[s] each week). Alpha reliability for this sample was .81.

Parental reports of involvement activities. This scale was also based on Epstein et al. (1994) and Epstein (1986). It included items paralleling those included in the scale assessing parent perceptions of teacher invitations to involvement scale (e.g., "Helped my child with homework;" "Visited in my child's classroom"). All items were answered on a six-point scale (never to 1+ time[s] each week). Alpha reliability for this scale was .69 for this sample.

Results

Means, standard deviations and correlations for all study variables are summarized in Table 1. As expected, there was a significant relationship between the parent involvement

Insert Table 1 about here

criterion variable and each of the five predictor variables. These linkages confirmed expectations.

Hierarchical regression was employed to test the utility of the variables hypothesized to predict parents' involvement decisions. The hierarchical order following Hoover-Dempsey and Sandler's (1997) suggestions about the probable relative importance of the three constructs to parents' involvement decisions. Table 2 displays the change in R^2 (ΔR^2), the standardized regression coefficients (β), and the t-value testing the significance of β after each block of the regression. Also included are the adjusted R^2, and the final F after entry of all variables. The

Insert Table 2 about here

change in R^2 (ΔR^2) was significant at all steps except step 4, suggesting that parents' sense of efficacy did not improve the prediction beyond that afforded by parental role construction. After step 5, with all independent variables in the equation, the adjusted R^2 was .35 ($F[5, 244] = 28.04$, $p<.001$).

Given the strong theoretical bases for the function of efficacy in parents' involvement decisions (e.g., Bandura, 1997; Hoover-Dempsey & Sandler, 1997), this pattern of results suggested that perhaps role was mediating the relationship between efficacy and involvement. The preconditions suggested by Baron and Kenny (1986) for testing a mediation model were satisfied, and four regressions testing for mediation were conducted. Specific preconditions included: a) there was a significant bivariate correlation between the predictor variable, *parents' sense of efficacy*, and the criterion variable, *parental involvement* ($r = .32$, $p<.001$); b) there was a significant bivariate correlation between the predictor variable, *parent's sense of efficacy*, and the hypothesized mediating variables: *parent-, school-, and partnership-focused role construction* ($r = .41$, $p<.001$; $r = -.35$, $p<.001$; $r = .29$, $p<.001$, respectively); c) there was a significant bivariate relationship between the proposed mediating variables *(parent-, school-, and partnership-focused role construction*) and the criterion variable, *parental involvement* ($r = .37$, $p<.001$; $r = -.14$, $p<.05$; $r = .47$, $p<.001$, respectively).

We first tested the possible mediating effect of each of three role orientations (parent-, school-, and partnership-focused) separately. Findings revealed partial mediation effects for parent- and partnership-focused role construction, but school-focused role construction had no significant effect (see Figures 3a, 3b, 3c). Because role construction for involvement in children's education is presented in Hoover-Dempsey and Sandler's (1997) model as a unitary construct as well, we subsequently tested the mediation effect of the combined role constructions. These results suggested a full mediation effect (see Figure 3d). Specifically, the strength of the

Insert Figure 3 about here

association between parents' sense of efficacy and parental involvement was reduced when role construction – taken as a whole – was included as a mediating factor in the model (i.e., efficacy's standardized regression coefficient [β] was reduced from the direct path to the indirect path; the amount of reduction in β indicated the strength of role construction as a mediator [see Holmbeck, 1997]). These results suggest that efficacy influences parental involvement in part through its

effect on parental role construction.

Discussion

Results of the analyses confirmed Hoover-Dempsey and Sandler's (1995, 1997) hypothesis that role construction, sense of efficacy, and perceptions of teacher invitations predict level of parental involvement. The combined strength of the three constructs accounted for over a third of the variance in involvement. The finding suggests the importance of attending to personal as well as contextual motivators of parents' engagement in their children's education as researchers and educators work to understand and enhance the effectiveness of parent-school relationships.

Within this general set of results, parent-focused role construction, partnership-focused role construction, and perceptions of teacher invitations emerged as the variables most directly related to parental involvement. This finding is logical given the proactive components of these constructs. Role theory (e.g., Biddle, 1986, Hoover-Dempsey & Sandler, 1997; Jones & Hoover-Dempsey, 1997) has suggested that roles are composed of beliefs about what one should do and the behaviors through which those beliefs are enacted. Parents who believe it is their (current and ultimate) responsibility *as parents* to ensure the success of the child's educational development (parent-focused role construction) – or who believe their child's academic development is best served by an active *partnership* with the school (partnership-focused role construction) – are most likely to enact behaviors that parallel these beliefs. Similarly, when schools actively invite parental involvement, parents are more likely to perceive expectations that their involvement – from the school's perspective – is important to the child's educational success. These expectations support further proactive responses to the child's school related needs. (Conversely, when parents have a school-focused role construction, they believe that the school is ultimately responsible for the child's educational success. While this does not imply that they play no role in the child's educational life, it does suggest that their personal involvement activities likely lower than those of parents holding parent-focused or partnership-focused role construction.) Thus, the relative contributions of parental role construction and perceptions of teacher invitations in motivating parental involvement conformed to broad theoretical expectations.

While the findings for role construction and teacher invitations appeared straightforward, efficacy appeared to have a more complicated effect. Hoover-Dempsey and Sandler (1997) offered the suggestion that the three major predictive constructs – role construction, efficacy, and invitations – would contribute differentially to parental involvement. Specifically, they suggested that role construction was likely to be most important in predicting involvement because role sets the parameters of parents' beliefs and expectations about what they *should* do in relation to their children's education. They suggested that parents' sense of efficacy for helping the child in school would follow in importance (i.e., once a parent believes she or he *should* be involved, personal beliefs about one's own ability to 'make a difference' in the child's outcomes should influence decisions about behavior). Finally, they suggested, perceptions of teacher invitations should contribute additionally to the involvement decision; part of the reasoning here was that absent beliefs that one should be involved and that one's involvement would be effective, invitations might fall, metaphorically, on dry ground. The regression results, however,

suggested that efficacy was less influential than predicted.

Several considerations led to the post hoc hypothesis that role construction might mediate the influence of efficacy on involvement. First, theoretical support for efficacy as a motivator of behavior is quite strong (e.g., Bandura, 1997), and efficacy has been identified as an important correlate or predictor of several teacher and parent behaviors related to children's education (e.g., Bandura, Barbaranelli, Caprara, & Pastorelli, 1996; Dembo & Gibson, 1986; Hoover-Dempsey, et al., 1987, 1992). Further, patterns apparent in the results of this study (e.g., the statistically significant bivariate relation between parental efficacy and parental involvement; examination of the regression coefficients) suggested that efficacy was related to involvement outcomes in some way. Testing of a *post hoc* hypothesis that role construction mediated the influence of efficacy on involvement suggested support for efficacy's role. When role construction types were analyzed individually as possible mediators of the link between efficacy and involvement, parent-focused and partnership-focused role orientations were found to partially mediate efficacy's effect on involvement. These findings complemented the initial analysis and implied that efficacy is a critical competent of parents' decisions to become involved. Parents who enact their role beliefs do so because they feel it is their responsibility *and* because they believe their behavior can make a difference. That is, the extent to which parents maintain an active (parent- or partnership-focused) role construction may depend in part on how effectual they believe they can be (i.e., how efficacious they are).

Hoover-Dempsey and Sandler conceptualized role construction primarily as a broad, unified construct. In a conceptualization similar to Baumrind's (1989) work on parenting style (a single construct has multiple specific and characteristic manifestations, which may be exhibited singularly or in combination), parents' role construction may be manifested in a singular orientation or may – give varied contexts – reflect combinations or multiple role orientations. they are also likely to adopt multiple role orientations based on the given contexts. (For example, a parent who feels confident in her math skills may regularly help her child with math homework because she believes that such help is simply a part of her 'job' as a parent [parent-focused role behavior]; she may also engage in regular exchanges with the teacher regarding her child's progress in academic and social domains [partnership-focused role behavior]). Consistent with the implicit assumption that role construction as a whole is theoretically important to involvement, findings for the mediating function of role construction suggested that – when taken as a unitary construct – it was a full mediator of efficacy's influence on involvement.

Conclusion

Overall, the study supported the predictions made by Hoover-Dempsey and Sandler (1995, 1997) regarding the motivating influence of parental role construction, sense of efficacy, and perceptions of teacher invitations on parents' involvement activities. However, changes in the 'landscape' of the model's first level – focused on constructs predicting parents' fundamental decision to become involved in their children's education – were suggested by the study's results. Specifically, rather than construing the three predictor constructs as contributing directly to parents' involvement decisions (or as contributing differentially a hierarchical order of importance), the findings suggested that role construction and perceptions of teacher invitations

are proximal to parents' involvement decisions, while efficacy is important but more distal.

Future research should be focused on replicating these results with other populations and with enhanced or stronger measures (e.g., more reliable measures of school-focused and parent-focused role construction; more comprehensive measures of parental involvement; more behavioral or 'on-line' reports of parental involvement activities; multiple measures of parental involvement activities). Future research should also examine more closely the interactive influence of the three predictor constructs (for example, teachers who consistently encourage parents to become involved are – by that very behavior – inviting a partnership-focused role orientation; further, positive exchanges between parent and school may increase parents' sense of efficacy for various involvement activities).

These findings also hold implications for parents, teachers, principals, and policy-makers interested in strengthening family-school partnerships and their influence on children's educational outcomes. For example, teacher invitations appeared in these results to have a direct effect on parents' decisions to become involved in their children's education. The findings suggest that efforts to increase and enhance teacher invitations to involvement should be supported (e.g., Allexsaht-Snider, 2000; Evans-Schilling, 2000; Hiatt-Michael, 2000; Hoover-Dempsey, Walker, Reed, & Jones, 2000; Morris, 2000). Similarly, interventions aimed at increasing parents' sense of efficacy for helping their children succeed in school (i.e., building parents' beliefs and skills for engaging in specific helping efforts) may well benefit parents' beliefs that they *should* be involved in their children's day to day education (i.e., parent-focused or partnership-focused role construction). Understanding the complex relationships among parents' sense of efficacy, parents' role construction, and teacher invitations – as well as their combined impact on involvement – appears quite likely to enhance efforts by parents, teachers, and school leaders to create more effective partnerships for enhancing all students' educational outcomes.

References

Allexsaht-Snider, M. (2000, April). Theoretical and conceptual frameworks for family involvement: Pre-service and in-service teachers' perspectives. Paper presented at the symposium Models of Teacher Education for Enhancing Parental Involvement in Education, Annual Meeting of the American Educational Research Association, New Orleans, April 25, 2000.

Baker, D.P., & Stevenson, D.L. (1986). Mothers' strategies for children's school achievement: Managing the transition to high school. Sociology of Education, 59, 156-166.

Bandura, A. (1986). The explanatory and predictive scope of self-efficacy theory. Journal of Social and Clinical Psychology, 4, 359-373.

Bandura, A. (1997). Self-efficacy: the exercise of control. New York: W.H. Freeman.

Bandura, A., Barbaranelli, C., Caprara, G.V., & Pastorelli, C. (1996). Multifaceted impact of self-efficacy beliefs on academic functioning. Child Development, 67, 1206-1222.

Baron, R.M. & Kenny, D.A. (1986). The moderator-mediator variable distinction in social psychological research: Conceptual, strategic, and statistical considerations. Journal of Personality and Social Psychology, 51, 1173-1182.

Baumrind, D. (1989). Rearing competent children. In W. Damon (Ed.), Child development today and tomorrow (pp. 349-378). San Francisco: Jossey-Bass. devel

Biddle, B.J. (1986). Recent developments in role theory. Annual Review of Sociology, 12, 67-92.

Chavkin, N.F., & Williams, D.L. Jr. (1993). Minority parents and the elementary school: Attitudes and practices. In N.F. Chavkin (Ed.), Families and schools in a pluralistic society (pp. 73-84). Albany: State University of New York Press.

Clark, R. (1983). Family life and school achievement: Why poor Black children succeed or fail. Chicago: University of Chicago Press.

Comer, J.P. (1993). School power: Implications of an intervention project. New York Free Press.

Comer, J.P. & Haynes, N.M (1991). Parent involvement in schools: An ecological approach. The Elementary School Journal, 91, 271-277.

Dauber, S.L., & Epstein, J.L (1993). Parents' attitudes and practices of involvement in inner-city elementary and middle schools. In N.F. Chavkin (Ed.), Families and schools in a pluralistic society (pp. 53-71). Albany: State University of New York Press.

Delgado-Gaitan, C. (1992). School matters in the Mexican-American home: Socializing children to education. American Educational Research Journal, 29, 495-513.

Dembo, M.H., & Gibson, S. (1985). Teachers' sense of efficacy: An important factor in school achievement. Elementary School Journal, 86, 173-184.

Eccles, J.S., & Harold, R.D. (1993). Parent-school involvement during the early adolescent years. Teachers College Record, 94, 568-587.

Epstein, J.L. (1986). Parent reactions to teacher practices of parent involvement. Elementary School Journal, 86, 277-294.

Epstein, J.L. (1987). Toward a theory of family-school connections: Teacher practices and parent involvement across the school years. In K. Hurrelman, F. Kaufmann & F. Losel (Eds.),

Social intervention: Potential and constraints (pp. 121-136). New York: de Gruyter.

Epstein, J.L. (1991). Effects on student achievement of teachers' practices of parent involvement. In S.B. Silvern (Ed.), Advances in reading/language research: Vol. 5. Literacy through family, community, and school interaction (pp. 261-276). Greenwich, CT: JAI Press.

Epsein, J.L. (1992). School and family partnerships. In M. Aiken (Ed.), Encyclopedia of Educational Research (pp. 1139-1151). New York: Macmillan.

Epstein, J.L. & Dauber, S.L. (1991). School programs and teacher practices of parent involvement in inner city elementary and middle schools. Elementary School Journal, 91, 291-305.

Epstein, J.L., Salinas, K.C., & Horsey, C.S. (1994). Reliabilities and summaries of scales: School and family partnership surveys of teachers and parents in the elementary middle grades. Baltimore, MD: Center on Families, Communities, Schools, and Children's Learning and Center for Research on Effective Schooling for Disadvantaged Students, Johns Hopkins University.

Evans-Schilling, D. (2000, April). Psychological aspects of teacher/family collaboration: Implications for teacher educators. Paper presented at the symposium Models of Teacher Education for Enhancing Parental Involvement in Education, Annual Meeting of the American Educational Research Association, New Orleans, April 25, 2000.

Grolnick, W.S., Benjet, C. Kurowski, C.O., & Apostoleris, N.H. (1997). Predictors of parent involvement in children's schooling. Journal of Educational Psychology, 89, 538-548.

Grolnick, W.S., & Slowiaczek, M.L. (1994). Parents' involvement in children's schooling: A multidimensional conceptualization and motivational model. Child Development, 65, 237-252.

Haynes, N.M., Comer, J.P., & Hamilton-Lee, M. (1989). School climate enhancement through parental involvement. Journal of School Psychology, 27, 87-90.

Hiatt-Michael, D. (2000, April). Parent involvement as a component of teacher education programs in California. Paper presented at the symposium Models of Teacher Education for Enhancing Parental Involvement in Education, Annual Meeting of the American Educational Research Association, New Orleans, April 25, 2000.

Holmbeck, G.N. (1997). Toward terminological, conceptual, and statistical clarity in the study of mediators and moderators: Examples from the child-clinical and pediatric psychology literatures. Journal of Consulting and Clinical Psychology, 65, 599-610.

Hoover-Dempsey, K.V., Bassler, O.C., & Brissie, , J.S. (1992). Explorations in parent-school relations. Journal of Educational Research, 85, 287-394.

Hoover-Dempsey, K.V., Bassler, O.C., & Burow, R. (1995). Parents' reported involvement in students' homework: strategies and practices. The Elementary School Journal, 95, 435-450.

Hoover-Dempsey, K.V., Jones, K.P. (1996). Parental perceptions of appropriate role and role activities in children's education. Paper presented at the International Roundtable on Families, Schools, Communities and Children's Learning, New York, April, 1996.

Hoover-Dempsey, K.V., Jones, K.P. (1997). Parental role construction and parental involvement in children's education. Paper presented at the annual meeting of the American Educational Research Association, Chicago, April, 1997.

Hoover-Dempsey, K.V., Jones, K.P. (2000). Parental role construction: relationships with parental involvement, parent efficacy, and elementary children's achievement. Manuscript in preparation.

Hoover-Dempsey, K.V., & Sandler, H.M. (1995). Parental involvement in children's education: Why does it make a difference? Teachers College Record, 95, 310-331.

Hoover-Dempsey, K.V., & Sandler, H.M. (1997). Why do parents become involved in their children's education? Review of Educational Research, 67, 3-42.

Jones, K.P., & Hoover-Dempsey, K.V. (2000). Assessing parental role construction for involvement in children's education. Manuscript in preparation.

Hoover-Dempsey, K.V., Walker, J.M., Reed, R.P., & Jones, K.P. (2000, April). Teachers Involving Parents (TIP): An in-service teacher education program for enhancing parental involvement. Paper presented at the symposium Models of Teacher Education for Enhancing Parental Involvement in Education, Annual Meeting of the American Educational Research Association, New Orleans, April 25, 2000.

Lareau, A. (1989). Home advantage: Social class and parental intervention in elementary education. New York: Falmer Press.

Maccoby, E.E., & Martin, J.A. (1983). Socialization in the context of the family: Parent-child interaction. In E.M. Hetherington (Ed.) Mussen annual of child psychology, Vol 4, pp. 1-102). New York: Wiley.

Masten, A.S., & Coatsworth, J.D. (1998). The development of competence in favorable and unfavorable environments: Lessons from research on successful children. American Psychologist, 53, 205-220.

McGillicuddy-DeLisi, A.V. (1992). Parents' beliefs and children's personal-social development. In I. E. Sigel, A.V. McGillicuddy-DeLisi, & J.J. Goodnow (Eds.), Parental belief systems: The psychological consequences for children (pp. 115-142). Hillsdale, NJ: Erlbaum.

Morris, V.G. (2000, April). Preparing for family involvement in education: A critical need for pre-service teachers. Paper presented at the symposium Models of Teacher Education for Enhancing Parental Involvement in Education, Annual Meeting of the American Educational Research Association, New Orleans, April 25, 2000.

Scott-Jones, D. (1987). Mother-as-teacher in families of high- and low-achieving Black first graders. Journal of Negro Education, 56, 21-34.

Siu-Chu, H.O., & Willms, J.D. (1996). Effects of parental involvement on eighth-grade achievement. Sociology of Education, 69, 126-141.

Steinberg, L., Elman, J.D., & Mounts, N.S. (1989). Authoritative parenting, psychosocial maturity, and academic success among adolescents. Child Development, 60, 1424-1436.

Steinberg, L., Lamborn, S.D., Dornbusch, S.M., & Darling, N. (1992). Impact of parenting practices on adolescent achievement: Authoritative parenting, school involvement, and encouragement to succeed. Child Development, 63, 1266-1281.

U.S. Department of Education. (1996). Parents' reports of school practices to involve families. Washington, DC: Office of Educational Research and Improvement.

Zellman, G.L., & Waterman, J.M. (1998). Understanding the impact of parent school involvement on children's educational outcomes. Journal of Educational Research, 91, 370-380.

Note

1. We did not include the fourth construct at the model's Level 1, parents' perceptions of general invitations, opportunities, and demands for involvement because we did not have direct access to students in the particular project during which these data were gathered. We have conducted preliminary work on children's invitations to involvement (Hoover-Dempsey, et al., 1995; Walker, Hoover-Dempsey, Jones, & Reed, 2000), and plan to include them in a subsequent full test of the model's first level.

Table 1

Means, standard deviations, and correlations for all study variables

	1	2	3	4	5	6	x	s.d.
1. Role Construction: Parent Focused	--						18.79	3.20
2. Role Construction: School Focused	.07	--					18.05	4.61
3. Role Construction: Partnership Focused	.46***	-.08	--				25.22	4.00
4. Parents' sense of efficacy for helping the child succeed in school	.41***	-.35***	.29***	--			53.16	7.36
5. Parents' perceptions of teacher invitations to involvement	.16**	-.05	.34***	.09	--		17.91	7.88
6. Parents' reports of involvement practices	.37***	-.14*	.47***	.32***	.44***	--	23.06	5.30
possible range	4-24	5-30	5-30	11-66	6-36	6-36		
actual range	7-24	5-30	8-30	28-66	6-36	7-35		

***p< 001

** p< 01

* p< 05

BEST COPY AVAILABLE

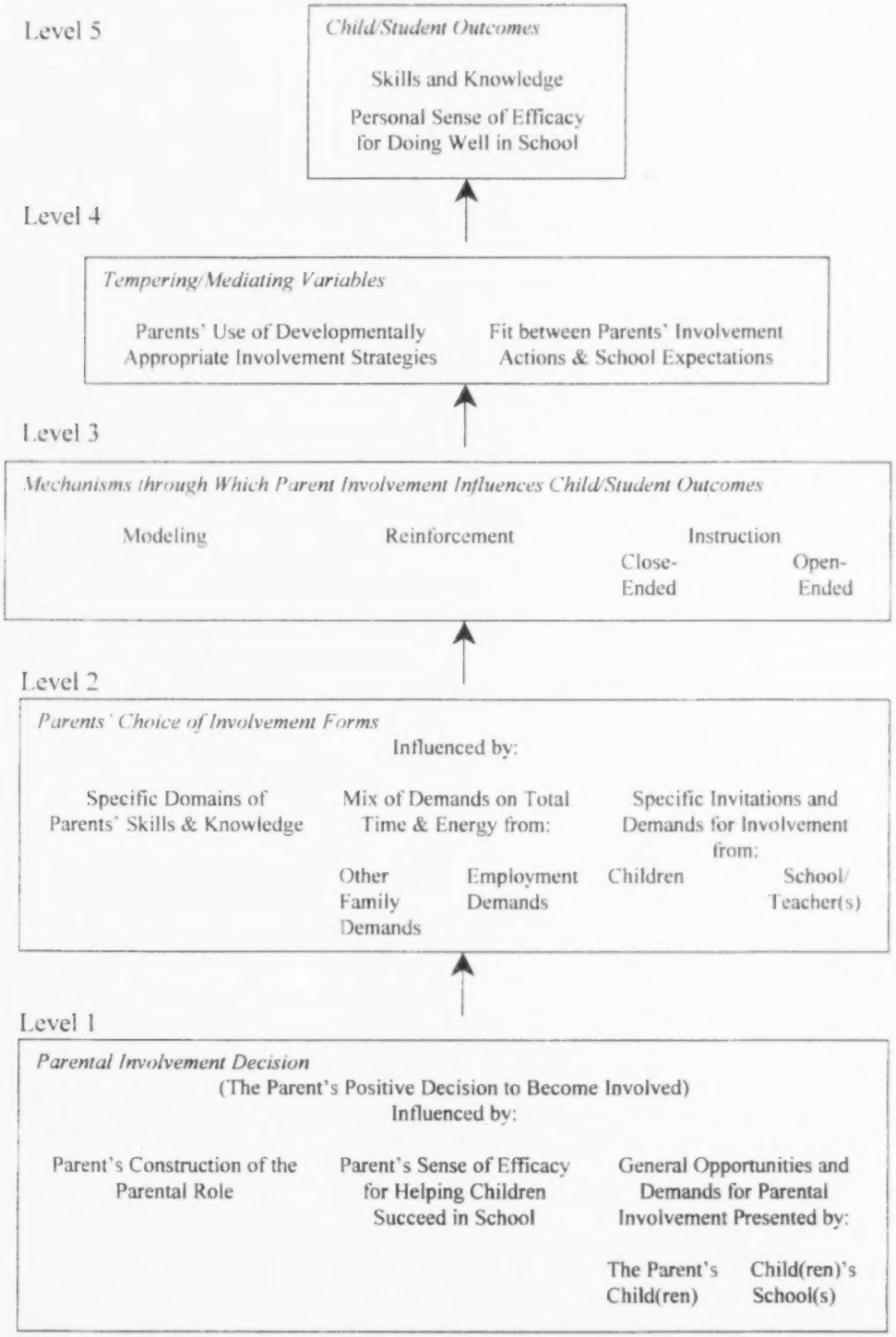
Table 2

Hierarchical Regression Analysis for Variables Predicting Parental Involvement Activities (N=250)

	Variable	ΔR^2	β	t
Step 1		.13***		
	Role construction: parent focused		.37	6.2***
Step 2		.03**		
	Role construction: Parent-focused		.38	6.5***
	Role construction: School-focused		-.16	-2.8**
Step 3		.11**		
	Role construction: Parent-focused		.20	3.3***
	Role construction: School-focused		-.15	-2.7**
	Role construction: Partnership-focused		.38	6.1***
Step 4		.01		
	Role construction: Parent-focused		.16	2.4*
	Role construction: School-focused		-.11	-1.8
	Role construction: Partnership-focused		.37	5.9***
	Parents' sense of efficacy		.11	1.7
Step 5		.09***		
	Role construction: Parent-focused		.15	2.5**
	Role construction: School-focused		-.09	-1.5
	Role construction: Partnership-focused		.26	4.3***
	Parents' sense of efficacy		.12	2.0*
	Parents' perceptions of teacher invitations		.31	5.7***
Cumulative Adjusted R^2 = .35***				
Final F = 28.04***				

* $p<.05$
** $p<.01$
*** $p<.001$

Figure 1: Model of the parental involvement process



Note: From K.V. Hoover-Dempsey and H.M. Sandler (1995). Parental involvement in children's education: Why does it make a difference? Teacher's College Record, 95, 310-331; and K.V. Hoover-Dempsey and H.M. Sandler (1997). Why do parents become involved? Review of Educational Research, 67, 3-42.

BEST COPY AVAILABLE

Figure 2: Scale items and reliabilities

PARENT FOCUSED ROLE CONSTRUCTION (@=.63)

- It's my job to explain tough assignments to my child.
- I make it my business to stay on top of things at school.
- It's my job to make sure my child understands his or her assignments.
- I make sure that my child's homework gets done.

SCHOOL FOCUSED ROLE CONSTRUCTION (@=.55)

- I assume my child is doing alright when I don't hear anything from the school.
- My child's learning is up to the teacher and my child.
- The teacher has to let me know about a problem before I can do something about it.
- There are limits to what I can do to help my child.
- I get most of my information about my child's progress from report cards.

PARTNERSHIP FOCUSED ROLE CONSTRUCTION (@=.84)

- I like to spend time at my child's school when I can.
- It's important that I let the teacher know about things that concern my child.
- My child's teacher knows me.
- I find it helpful to talk with the teacher.
- Conferences with the teacher are helpful to me.

PARENTS' SENSE OF EFFICACY (@=.78)

- I make a significant difference in my child's school performance.
- A student's motivation to do well in school depends on the parents.
- My child is so complex, I never know if I'm getting through to him/her. (negatively scored)
- I feel successful about my efforts to help my child learn.
- If I try hard, I can get through to my child, even when he/she has difficulty understanding something.
- Other children have more influence on my child's *motivation* to do well in school than I do. (negatively scored)
- Other children have more influence on my child's *grades* than I do. (negatively scored)
- I don't know how to help my child learn. (negatively scored)
- Most of a student's success in school depends on the classroom teacher, so I have only limited influence. (negatively scored)
- I don't know how to help my child make good grades in school. (negatively scored)
- I know how to help my child do well in school.

PARENTS' PERCEPTIONS OF TEACHER INVITATIONS (@=.81)

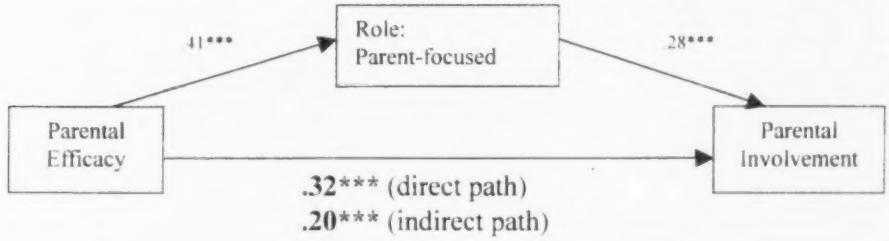
- My child's teacher has asked me to have a conference about my child.
- My child's teacher has asked me to volunteer or help out at school.
- My child's teacher has asked me to practice spelling, math or other skills at home with my child before a test.
- My child's teacher has asked me to read with my child.
- My child's teacher has asked me to help my child with homework.
- My child's teacher has invited me to visit the classroom.

PARENTS' REPORTS OF INVOLVEMENT ACTIVITIES (@ = .69)

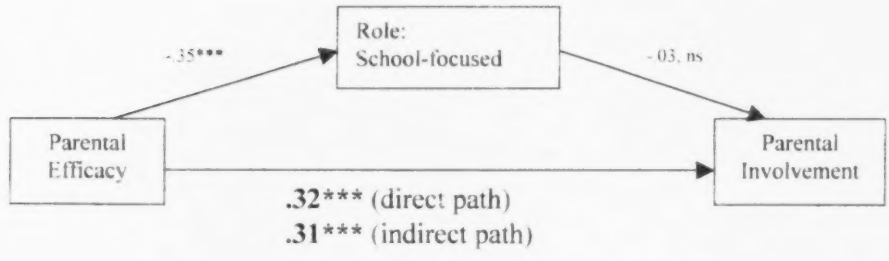
- Had a conference with my child's teacher.
- Volunteered to help out in my child's classroom.
- Practiced spelling, math or other skills at home with my child before a test.
- Read with my child.
- Helped my child with homework.
- Visited in my child's classroom.

Figure 2: Mediation models depicting the role of a) *parent-focused*, b) *school-focused*, c) *partnership-focused*, and d) *the combined role orientations* in mediating the effects of parental efficacy on parent involvement activities. Standardized regression coefficients (β) are shown.

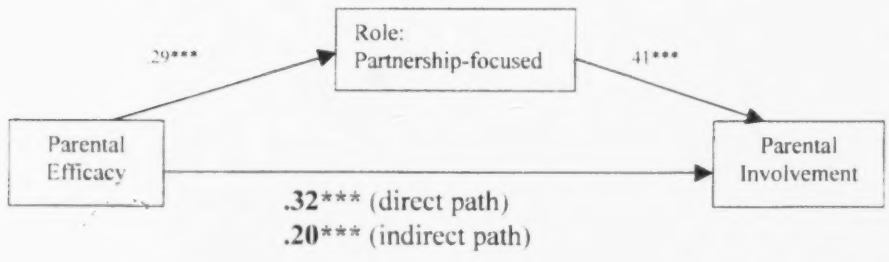
a.



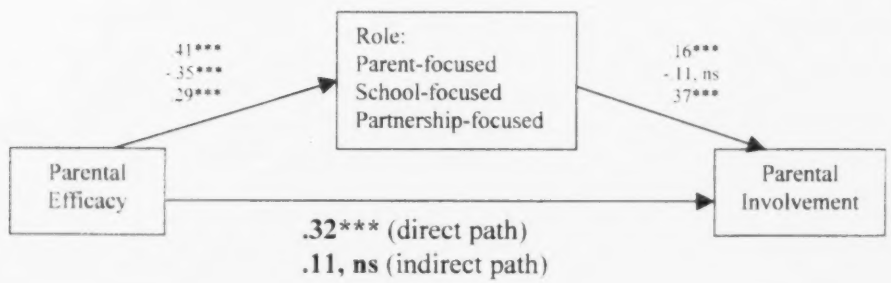
b.



c.



d.



** p<.01
*** p<.001